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ABSTRACT

Designed to improve the self-image of Canadian Indian secondary students and the cultural awareness of Canadian white urban secondary students, this course syllabus on Canadian Indians and Metis states eight educational objectives and presents three major sections which include specific topics, each with references (books, filmstrips, tapes, etc.), terms to define, and study questions and projects. The following sections and topics are included: (1) The Canadian Indians Prior to the Coming of the Europeans (migration theories; leading into Canada and Saskatchewan; the Canadian Indian tribes; the concept of culture, including cultural universals, enculturation, and cultural dynamics; and Indian cultures of the pre-horse era, including the Plains Indians, the West Coast Indians, the Indians of the Eastern Woodlands, and the Eskimo); (2) European Contact to the Signing of the Treaties (the horse and its effect; the first Europeans--explorers, traders, and missionaries; buffalo hunters; the coming of the settler to the Northwest; the fight for a homeland and a way of life; defeat of the Indian and the Metis); (3) Contemporary Indians and Metis (signing of the treaties; treaty rights; Indian administration; the Indian Act; the contemporary reserve; Indian organizations and leaders; and the so-called Indian problem, an overview). (JC)

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A SYLLABUS ON INDIAN HISTORY AND CULTURE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE PROBLEM

The D.B.S. statistics for the 1967-68 school year reveal that 3.6% of the Treaty Indian students enrolled in schools in Saskatchewan in grades 10-12, compared to a figure of 18.1% for the total province, reached grade 12. Somewhere a great number are either dropping out or back, or are going into one of the numerous vocational or service trades without entering senior high school. A survey of Indian students and adults in any aspect of Canadian society would reveal an alarming failure rate compared to that of Canada as a whole. Many studies have been done on this problem and many conclude that the high failure rate is due to an inability of the Indian to identify himself with the education system and the larger society. A major cause, as shown by John Bryde in his studies of the Sioux of South Dakota, seems to be a lack of understanding and appreciation by the Indian student and members of the larger society of the Indian culture and its contributions to our society. As a result of this lack of understanding our present school systems make very few allowances for the Indian child, or for any minority group. The Indian student is forced to make a choice. Either live on the jobless reserve with his own people, speaking his native language and in many ways living the same type of life as in the past, or forget his past and cultural background in order to fit in the educational system and be successful in Canadian society at large. A main aim of the proposed course is to give the Indian student a "both-and" education where he will not be forced to choose between being an Indian or a whiteman but will be able to operate at both levels without having to divorce himself from his own way of life. In other words to become a modern Indian. For the white urban student the course can have numerous benefits. First of all, it will present to him a description of the traditional Indian culture with its many contributions to Canada as it is today. The course will also present the Indians' point of view in the development of Canada, showing that Canadian history did not begin in 1492 and include only the activities of European immigrants. Textbooks often give the impression that the Indians were simply a hindrance to the development of Canada and enemies of the settlers who moved west. In cases of conflict such as the Riel Rebellion it must be shown to students that the Indians and Metis did have a justifiable cause for their action. The Canadian west has a rich and colorful history that has been ignored or misinterpreted too long.

Probably most important of all, the course would give the student a better understanding of all minorities and their position in Canada and the United States.

OBJECTIVES

1. To provide a sound factual knowledge of the development of Western Canada from the Indian and Metis point of view as well as from the point of view of the Euro-Canadians who have settled in this region.
2. To provide an understanding and awareness of the rich and colorful cultural background of the Indian and Metis people of this region in particular as well as of all Indian peoples.
3. To develop an awareness of the contributions that have been made to the development of our present "affluent society" by the past and present Indians and Metis.
4. To develop an understanding of the Indians and Metis point of view and position in such Indian-Euro-Canadian issues as the Riel Rebellion.
5. To provide a means of self identification and pride in his Indian background for the Indian and Metis student.
6. To provide a meaningful relationship with the present school system and larger society for the Indian and Metis students of today so that they will not have to reject or ignore their past and present way of life in order to fit into larger Canadian society.
7. To develop, on the part of the Euro-Canadian students, a positive attitude toward and a pride in their Indian and Metis peers as well as Indian and Metis people as a whole because of the contribution toward the development of Canada as it is today.
8. To develop on the part of all students a greater awareness and appreciation of all minority groups whether Indian, Ukranian, Negro, or otherwise.

COURSE OUTLINE

Section A. THE CANADIAN INDIANS PRIOR TO THE COMING OF THE EUROPEANS

Section B. EUROPEAN CONTACT TO THE SIGNING OF THE TREATIES

Section C. CONTEMPORARY INDIAN AND METIS

Section A. THE CANADIAN INDIANS PRIOR TO THE COMING OF THE EUROPEANS

Organization of Content

TOPIC I Migration Theories: leading into Canada and Saskatchewan

TOPIC II The Canadian Indian Tribes

TOPIC III Concept of Culture

- Sub-topic: Cultural Universals
  - Enculturation
  - Cultural dynamics

TOPIC IV Indian Cultures (Pre-Horse Era)

- Sub-topic I The Plains Indians
  - II The West Coast Indians
  - III The Indians of the Eastern Woodlands
  - IV The Eskimo

Section B. EUROPEAN CONTACT TO THE SIGNING OF THE TREATIES

Organization of Content

TOPIC I The Horse and its Effect
TOPIC II The First Europeans--Explorers, Traders and Missionaries
TOPIC III Buffalo Hunters
TOPIC IV The Coming of the Settlers to the Northwest
TOPIC V The Fight For a Homeland and a Way of Life
TOPIC VI Defeat of the Indian and Metis

Section C. CONTEMPORARY INDIANS AND METIS

Organization of Content

TOPIC I Signing of the Treaties

TOPIC II Treaty Rights

TOPIC III Indian Administration

TOPIC IV The Indian Act

TOPIC V The Contemporary Reserve

TOPIC VI Indian Organizations and Indian Leaders

TOPIC VII The So-called Indian Problem--(an overview)

SECTION A

THE CANADIAN INDIANS PRIOR TO THE COMING OF THE EUROPEANS

Organization of Content

TOPIC I — Migration Theories: Leading into Canada and Saskatchewan

TOPIC II — The Canadian Indian Tribes

TOPIC III — Concept of Culture

- Sub-topic: Cultural Universal
  - Enculturation
  - Cultural Dynamics

TOPIC IV — Indian Cultures (Pre-Horse Era)

- Sub-topic I The Plains Indians
  - II The West Coast Indians
  - III Indians of the Eastern Woodlands
  - IV Eskimo Culture

SECTION A

TOPIC I: MIGRATION THEORIES: LEADING INTO CANADA AND SASKATCHEWAN

I. INTRODUCTION AND OBJECTIVES

The purpose of this topic is to give the students a brief background into Canada's prehistory and a knowledge of our ancestors. It should develop a greater awareness and appreciation that life in Canada did not begin with the discovery of the new world by Columbus but that peoples inhabited this land many thousands of years before. As well as this, the student will be able to acquire some knowledge as to the various theories of migration and to identify the various treks of man on a map. History usually begins with aboriginal people crossing into the New World while "fleeing from enemies" or "searching for food". Students may find that the native people migrated to North America for other reasons.

II. DEFINITIONS

1. Theory
2. archaeological sites
3. glacial age
4. territory
5. glacial river
6. Mongoloid
7. circumpolar

III. REFERENCES

Books

1. Baity, Elizabeth Chisley, Americans Before Columbus, MacMillan of Canada, Toronto, 1967
2. Hibben, Frank, The Lost Americans, Thomas Y. Cromwell Co., New York, 1968
3. _____, Digging Up America, New York: Hill and Wang, 1960
4. Josephy, Alvin M., The American Heritage Book of Indians, America Heritage Publishing Co., New York, 1965
5. Magowan, Kenneth, Early Man in the New World, The American Museum of Natural History, 1962
6. Marriot, A., The First Comers, Musson Book Co., Toronto, 1960
7. Raphael, Ralph B., The Book of American Indians, Ambassador Books, Ltd., Toronto, 1950

Filmstrips

1. The Early American Indian, EyeGate Set #59A

IV. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. To introduce this topic an archaeologist from the University may be invited to speak to the students. In Saskatoon: Dr. Pohorecky: Anthropology Department.

2. View the filmstrip: The Early American Indian, EyeGate Set 59A

3. With the use of the reference materials listed in Part III, include the following information in the contract:

a. What was the origin of early man in Canada?

b. At what time in history did the migrations take place?

c. What were some of the suggested reasons for this migration?

d. What route did early man use? Use of a map to illustrate.

e. What other migration theories are held?

f. On a map show migration routes from Alaska into the heart of Canada.

g. On a map trace some of the early migration routes into the heart of Canada.

h. Try to trace "The Great Circle route to North America".

i. Describe some of the hardships early man encountered as he crossed into North America; include such things as tools, weapons, food, etc.

SECTION A

TOPIC II: THE CANADIAN INDIAN TRIBES

I. INTRODUCTION

The purpose of this topic is to familiarize students with the various Indian linguistic and cultural groups in Canada. The student will also familiarize himself with the names and locations of the various tribes.

II. DEFINITIONS

a. linguistic group
b. territory
c. cultural group
d. ethnic group

III. REFERENCES

Books

1. Berke, Ernest, The North American Indians, Doubleday of Canada Ltd., Toronto, 1963
2. Jenness, Diamond, Indians of Canada, National Museum of Canada, 1960
3. Jenness, Eileen, The Indian Tribes of Canada, Ryerson Press, Toronto, 1966
4. Kidd, Kenneth E., Canadians of Long Ago, Longmans of Canada, Don Mills, Ontario, 1963
5. Marion, E., Indians of Yesterday, McClean Merchandise Sales Ltd., 37 Industrial Street, Toronto, 1940
6. Provincial Archives, British Columbia Heritage Series, Series I Our Native Peoples, Vol. I, Victoria, 1966
7. Rachlis, Eugene, ed. Indians of the Plains, American Heritage Junior Library, New York, 1960
8. Raphael, Ralph B., The Book of American Indians, Ambassador Books Ltd., Toronto, 1959
9. Canadian Atlas
10. Linguistic Map of Canada (Jenness)

Filmstrips

Story of the American Indian, Eye-Gate House, Set of 9 - Series 59

IV. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. View Film: Physical Regions of Canada - though the film does not contain any direct reference with regard to Indian groups, it outlines nonetheless the major physical regions of Canada and is closely connected to the distribution of the various Indian cultural groups.

2. Read books in the bibliography. Pay special attention to "Indians of Canada" which also contains a map showing major linguistic divisions. A map in "Indians of North America" shows tribal divisions.

3. Outline the various linguistic groups in Canada. Under each name the tribes that belong to the linguistic group.

4. Prepare maps showing

   a. the linguistic groups of Canada
   b. the cultural group of Canada

5. Sketch a map of each cultural area in Canada illustrating the various tribes within the area.

SECTION A

TOPIC III: CONCEPT OF CULTURE

I. INTRODUCTION

The purpose of this topic is to introduce to the students the concept and operations of culture. Students should at the end of the topic know what culture is and what it is not. They will also acquire a knowledge of the aspects and structures of culture which make a group of people function in a unique and meaningful way.

II. REFERENCES

1. Beals, Allan, Culture in Process, Holt, Rinehart and Winston, Toronto, 1967
2. Oliver, Douglas, Introduction to Anthropology, The National Museum of Natural History, New York, 1964
3. Shapiro, Harry, Man, Culture and Society, Oxford Univ. Press, New York, 1960

III. ANTHROPOLOGICAL TERMS

1. culture
2. society
3. economic organization
4. social organization
5. religious organization
6. material culture (technology)
7. non-material culture
8. formal education
9. informal education
10. values
11. beliefs
12. esthetics

IV. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. Define the above in III.
2. To introduce this topic a person from the Anthropology Department may be invited to explain what culture is.
3. Someone may know of a local Indian who would come to the class and speak on traditional Indian culture.
4. The filmstrip "Story of the American Indian", Eye Gate House, Series 59 can be viewed.
5. For each of the following statements give the opposite:

What Culture Is:	What Culture Is Not:
a. culture is universal	_____
b. culture is man made	_____
c. culture is learned	_____
d. culture is shared	_____
e. culture is dynamic	_____
f. culture is transmitted	_____
g. culture is meaningful	_____
h. culture is symbolic	_____
i. culture is comfortable	_____

6. Questions on Culture.

   1. What is a culture?
   2. What is meant by adaptation?
   3. Why is culture man's method of adapting to his environment?
   4. How is culture learned?
   5. What is a common type of division of labor found in Canada?
   6. What is the difference between exchange using a money and a barter economy?

7. Briefly using examples of a culture describe the following:

   1. Material culture
   2. political organization
   3. economic organization
   4. religious organization
   5. social organization
   6. education
   7. esthetics

SUB-TOPIC I: CULTURAL UNIVERSALS

I. INTRODUCTION

The purpose of this sub-topic is to make the students more aware that certain aspects exist in all cultures. The student will also become familiar with anthropological terms which will be used in Topic IV.

I. Terms

artifact	household	pre-literature
bride price	hunting and gathering	technology
capital goods	kinship	tool
clan	nomadic	totem
community	nuclear family	universals
extended family	pastoral economy	

II. REFERENCES

1. Beals, Allan, Culture In Process, Holt, Rinehart and Winston, Toronto, 1967
2. Driver, Harold, Indians of North America, University of Chicago Press, Chicago, 1961
3. Jenness, Diamond, Indians of Canada, The National Museum of Canada, 1960
4. Oliver, Douglas, Introduction to Anthropology, the National Museum of Natural History, New York, 1964
5. Shapiro, Harry, Man, Culture and Society, Oxford University Press, New York, 1960

III. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. Define the anthropological terms.
2. Have a debate on these topics:
   1) (Canadian, Indian) culture provides greater freedom, objectivity for its citizens.
   2) (Canadian, aborigine) culture has closer family relationships.

Review Questions:

1. What is a cultural universal?
2. What is cultural variation?
3. Why is there cultural variation?
4. Are the three aspects of all cultures--economic, social and religious organization related? Explain.
5. What are the basic functions of a family?
6. How may the tools people possess influence what they can make?
7. It is said that the "productivity of a people is a measure of their level of technology". Can you explain this?
8. What kind of economic role does the Canadian housewife and mother play in the Canadian economy?

Sub-Topic II: ENCULTURATION

I. INTRODUCTION

The enculturation process is, of course, the way in which a person acquires one's culture. The purpose of this topic is to make the student aware that enculturation takes place in all cultures whether it be a highly developed culture or a rather underdeveloped one.

II. REFERENCES

- same as in Sub-Topic I

III. ANTHROPOLOGICAL TERMS

1. enculturation
2. acculturation
3. life cycle
4. oral teaching
5. legends
6. traditions
7. role
8. imitation

IV. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. Define the anthropological terms.
2. Questions:
    1. What is enculturation?
    2. When does enculturation begin? When does it end?
    3. How does imitation aid enculturation?
    4. Why are traditions important in enculturation?
    5. What are some Canadian traditions you have learned?
    6. How does schooling help in learning a culture?
    7. Is going to school necessary for enculturation to take place?

8. Lance, an Indian boy of 10, was adopted by white parents. Before that Lance had always lived on a reserve. Will the boy face a process of <u>enculturation</u> or <u>acculturation</u>? Explain.

9. A year later Lance's little brother Joe just three months old was adopted by the same family. Which child might face the most difficulties in becoming part of the family. Explain.

Sub-Topic III: CULTURAL DYNAMICS

I. INTRODUCTION

In doing this topic the student will become aware that culture is never static but always changing. The student will also acquire a knowledge of the ways in which cultural changes occur.

II. REFERENCES

- same as for Sub-Topic I.

III. ANTHROPOLOGICAL TERMS

1. acculturation
2. cultural lag
3. diffusion
4. discovery
5. innovation
6. isolation
7. dynamics
8. disorganization
9. culture change

IV. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. Make a large time line which you can put over the blackboard. Begin at the time man first made tools from stone. This first recording on the time line should read "about 1,000,000 B.C., stone tools". From that time forward add as many innovations as you can. Bring the time chart up to 1971.

2. Construct posters and charts depicting innovations, past and present which have occurred through discovery and invention.

Questions

1. What do we mean by cultural change?
2. What is innovation?
3. What factors help to cause cultural change?
4. What is the difference between invention and discovery?
5. What is diffusion? Name and define four types of diffusion.
6. What is acculturation?
7. Can you give examples of: a) culture stability b) culture lag
8. What would happen if cultures did not resist change at all? Explain.
9. Do all traits change at the same rate? Explain.
10. In Canada water pollution is a major problem. Is water pollution in 1971 an example of culture lag.
11. It has been said that culture lag is primarily a failure in social inventions to keep up with the pace of technical invention. Can you explain the statement?
12. Innovation has both primary and secondary effects. If the airplane was invented first of all so that people could be transported faster, what were some of the secondary effects?

SECTION A

TOPIC IV: INDIAN CULTURES (Pre-Horse Era)

I. INTRODUCTION

Topic Four is a large topic, really involving four individual units. They are treated as one, however, since the subject matter is the same but aspects differ from tribe to tribe. At the completion of the topics the students will have made a brief study of the different Indian cultures from across Canada. It is hoped that the study will create a greater awareness and appreciation for the rich Indian cultures that existed. The studies will also help to identify the persistence of many cultural traits to the present day. The four topics will include a tribe from each cultural area: 1) Plains 2) West Coast 3) Eastern Woodlands and 4) Eskimos

II. DEFINITIONS

1. band
2. tribe
3. territory
4. shamen
5. social control
6. bride price

III. REFERENCES

A. General (contain sections on each tribe)

Indian Cultures (General)

1. Berke, Ernest, The North American Indians. Doubleday of Canada Ltd., Toronto, 1963
2. Driver, Harold, Indians of North America, University of Chicago Press, Chicago, 1961
3. Jenness, Diamond, Indians of Canada, National Museum of Canada, 1960
4. Jenness, Eileen, The Indian Tribes of Canada, Ryerson Press, Toronto, 1966
5. Kidd, Kenneth E., Canadians of Long Ago, Longmans of Canada, Don Mills, Ontario, 1963
6. Raphael, Ralph B., The Book of American Indians, Ambassador Books, Ltd., Toronto, 1959

Crafts and Lore (General)

1. Hunt, Ben, Indian Crafts and Lore, Musson Book Co. of Canada, Toronto, 1966
2. Glubok, Shirley, The Art of the North American Indians, Longmans Canada Ltd., Don Mills, Ontario, 1964
3. Norbect, Oscar E., Book of Indian Life Crafts, G.R. Welch Co., Ltd., Toronto, 1958
4. Pine, Tillie, The Indians Knew, McGraw Hill Book Co., Toronto, 1957

Mythology

1. Burland, Scottie, American Indian Mythology, Thomas Allan Ltd., Toronto, 1965
2. Gridley, Marion E., Indian Legends of American Scenes, McClean Merchandise Sales Ltd., Toronto, 1939
3. McMillan, Cyrus, Glooscap's Country, Oxford University Press, Toronto, 1967
4. Sanders, Ruth Manning, Red Indian Folk and Fairy Tales, Oxford University Press, Don Mills, Ontario, 1964

SUB-TOPIC I: THE PLAINS INDIANS

REFERENCES

Books

1. Lowie, Robert, Indians of the Plains, The American Museum of Natural History, McGraw Hill Co., Toronto, 1954
2. Mandelbaum, David, The Plains Cree, American Museum of Natural History, Anthropology Papers Vol. 37, Part 2, 1940
3. Rachlis, Eugene, ed., Indians of the Plains, American Heritage Publishing Co., New York, 1960
4. Weekes, Mary, Indians of the Plains, School Aids and Textbook Publishing Co., Ltd., Regina and Toronto, 1950

Filmstrips

1. Indians of the Western Plains, McGraw Hill
2. The Plains Indians, Eye Gate House Inc.
3. Indians of the Plains
   Life of the Plains Indians
   Tools and Handicrafts of the Plains Indians, McGraw-Hill

Films

1. Circle of the Sun
2. Jimmy Owl's Heritage
3. Children of the Plains Indians

from: McGraw Hill Co. of Canada, Ltd.
330 Progress Avenue
SCARBOROUGH, Ont.

Record

1. Indian Music of the Canadian Plains -- FSR #4464
2. Sioux and Navaho Music

Tapes

1. Origin of the Sun Dance, INCRC

SUB-TOPIC II: THE WEST COAST INDIANS

REFERENCES

Books

1. Bunfill, Nurse B.J., With the Indians of the Pacific, The Ryerson Press, Toronto, 1966
2. McFeat, Tom, Indians of the North Pacific Coast, McClelland & Stewart, Ltd., Toronto, 1966
3. Provincial Archives, British Columbia Heritage Series: Series I, Our Native Peoples, Provincial Museum, Victoria, 1966
4. Underhill, Ruth, Indians of the Pacific Northwest, United States Department of the Interior, Bureau of Indian Affairs, Education Branch, Washington, D.C., 1945
5. Vancouver Art Gallery, People of the Potlatch, Museum of Anthropology, Univ. of British Columbia, 1956
6. Wherry, Joseph H., The Totem Pole Indians, Funk, Inc., New York, 1964

Filmstrips

1. Indians of the Pacific Coast - McGraw Hill
2. Totem Poles of the West Coast - NFB
3. Haida Argillite Carvings - NFB

Films

1. Peoples of the Skeena
2. Haida Carvers

Tapes

Tales of the Redman - Side I - Gifts of Fire and Corn
Legends of the Cowichan Indians of Vancouver Is.
Side II - Coyote
Tales of the Shuswap Indian of B.C.

SUB-TOPIC III: INDIANS OF THE EASTERN WOODLANDS

1. REFERENCES

Books

1. Bleeker, Sonia, Indians of the Longhouse, William Morrow & Co., New York, 1950
2. Bjorklund, Karna L., The Indians of Northeastern America, Dodd, Mead and Co., New York, 1969
3. Gridley, Marion, The Story of the Iroquois, G.P. Putnam's Sons, New York, 1969
4. Reaman, Elmore F., The Trail of the Iroquois Indians, Frederick Muller Ltd., London, 1967

Filmstrips

1. Hiawatha - Encyclopedia Britannica Films
2. Pauline Johnson - NFB

Films

1. The Longhouse People
2. Indian Hunters
3. Woodland Indians of Early America

SUB-TOPIC IV: ESKIMO CULTURE

REFERENCES

Books

1. Bleeker, Sonia, The Eskimo: Arctic Hunters and Trappers, George L. McLeod Ltd., Toronto, 1959
2. Chance, Norman A., The Eskimo of North Alaska, Holt, Rinehart & Winston, Toronto, 1966
3. Encyclopaedia Britannica, Eskimo Family, Pub. by Encyclopaedia Britannica Press, Chicago, 1962
4. Glubok, Shirley, The Art of the Eskimo, Harper and Row, Publishers, New York, 1964

5. Tolboom, Wanda, People of the Canadian Arctic, Coward-McCann, Inc., New York, 1956

6. Vallee, Frank, G., Eskimo of the Canadian Arctic, McClelland & Stewart, Ltd., Toronto, 1968

Filmstrips

1. Canada's North Series: NFB - 5 filmstrips

   a. Introduction b. Arctic Islands c. The Yukon
   d. Mackenzie River e. The Cariboo Eskimo

2. Arctic Wilderness - EBF Set #85000

Films

1. Eskimo Summer
2. Angotee

IV. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. There are a variety of procedures that students can use in dealing with each specific culture. Since the subject matter is wide in scope, it is felt that the student many be largely left on his own in developing a presentation. This is a good topic for students to use their own ingenuity. i.e. art works and tools etc., through diagrams.

2. The teacher should coordinate time and place for major films to be shown to the class during presentation.

3. Select one tribe of a cultural area. Deal with the following different aspects of culture:

   1. technology
   2. economic organization
   3. political organization
   4. social organization
   5. Education
   6. Art
   7. music
   8. dances

Where possible use diagrams and illustrations, i.e. tools, art, political organization.

SECTION B

EUROPEAN CONTACT TO THE SIGNING OF TREATIES

Organization of Content

TOPIC I	The Horse and Its Effect
TOPIC II	The First Europeans - Explorers, Traders and Missionaries
TOPIC III	Buffalo Hunters
TOPIC IV	The Coming of the Settler to the Northwest
TOPIC V	The Fight for a Homeland and a Way of Life
TOPIC VI	Defeat of the Indian and Metis

SECTION B

TOPIC I: THE HORSE AND ITS EFFECT

I. INTRODUCTION

The main purpose of this topic is to show the impact of the horse, a cultural innovation, on the way of life of the Plains Indians. This may have been just as important to the Indians as the automobile was to us.

II. REFERENCES

1. Christensen, Gavell Dano, The Buffalo Horse, William Morrow and Company, New York, 1960
2. Driver, Harold, Indians of North America, University of Chicago Press, 1961
3. Ewers, John, The Horse in Blackfoot Indian Culture, United States Government Printing Office, Washington, 1955
4. Hofsinde, Robert, The Indian and the Horse, William Morrow and Company, New York, 1960
5. Hyde, G.E., Indians of the High Plains, Norman University Press, Oklahoma, 1959
6. Rachlis, Eugene, Indians of the Plains, American Heritage Publ. Co., Inc., New York, 1960
7. Rae, F.G., Indian and the Horse, University of Oklahoma Press, 1953

III. TERMS OR DEFINITIONS

1. Conquistadores
2. Nomads
3. Acquisition
4. Social assets

IV. MATERIALS

Filmstrips

1. Tonka, The Horse that Survived Custer's Last Stand, Encyclopaedia Britannica

Films

1. Age of the Buffalo

V. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. When did Indians first acquire the horse? From Whom?

2. Individual or committee research on Indian horses and how they were trained and used (perhaps each member of a committee could read a different book and the group could pool the information gained for comparison and for a more complete picture). Some details could be checked through referring to a standard reference on Indian cultures.

3. Possibly students could view the film, Age of the Buffalo.

4. Trace the effects of using horses on the way of life on the plains, perhaps through a detailed comparison of what is known of life before and after the advent of the horse. (e.g. warfare, mobility, hunting methods, training of young men, migrations, economic and social assets, wealth, etc.).

5. Compare this important transition with that which came about in our century through the introduction of the automobile. A before and after chart could be constructed on the same plan as the one before and after the Indians used horses. Some possible projections could be made regarding possible future changes in store for us.

6. Was the acquisition of the horse an example of acculturation or diffusion? Explain your answer.

7. Make a comparison of a tribe adopting the horse into their culture and one that failed to do so.

SECTION B

TOPIC II: THE FIRST EUROPEAN EXPLORERS, TRADERS AND MISSIONARIES

I. INTRODUCTION

Another force which influenced the Indians' way of life which was to set a pattern for the forthcoming generations was the advent of Europeans into the New World. This topic will explore the effects that the first explorers, traders and missionaries had upon the Old Indian way of life.

II. REFERENCES

Books

1. Andrews, R.J., The Voyageurs, Gin and Company, Toronto, 1969
2. Buckley, Helen, The Indian and Metis of Northern Saskatchewan, University of Saskatchewan, Saskatoon, 1962
3. Haig-Brown, Roderick, Fur and Gold, Longmans Canada Ltd., 1963
4. Harris, Christie, West with the White Chiefs, McClelland and Stewart Ltd., 1965
5. Henry, Alexander, Travels and Adventures, in Canada and the Indian Territories, M.G. Hurtig Ltd., Edmonton, 1969
6. Honig, David, Frontiers of Fortune, McGraw Hill Co., of Canada Ltd., Toronto, 1967
7. Morse, Eric W., Fur Trade Canoe Routes of Canada/Then and Now, Queen's Printer, Ottawa, 1968
8. Neatby, Leslie H., The Link Between the Oceans, Longmans Canada, Ltd., 1960
9. Southesk, Earl of, Saskatchewan and the Rocky Mountains, M.G. Hurtig Ltd., Edmonton, 1969
10. Syme, Ronald, Alexander Mackenzie, George J. McLeod, Ltd., Toronto, 1964
11. Syme, Ronald, Henry Hudson, George J. McLeod, Ltd., 1960
12. Syme, Ronald, Finder of the St. Lawrence, George J. McLeod, Ltd., 1958
13. Warkentin, John, The Western Interior of Canada, McClelland and Stewart, Ltd., Toronto, 1969
14. Wood, Kerry, The Map Maker, MacMillan of Canada, Toronto, 1955

III. MATERIALS

Canadian Atlas

Filmstrips

1. La Verendrye
2. Alexander Mackenzie
3. David Thompson

Films

1. Explorers
   a. David Thompson
   b. Lord of the North
   c. Samuel de Champlain
   d. Voyageur
2. Fur Trade
   a. Pedlars
   b. Age of the Beaver

Tapes

1. In La Verendry's Footsteps
2. West from Cumberland House
3. Peter Pond Leads the Way

IV. SUGGESTED QUESTIONS AND STUDY PROJECTS

Explorers

1. On an outline map of Canada trace the development of Canada from 1497, as it was discovered by the explorers as they moved west. List all names of places, rivers, Indian tribes, etc. as they were contacted.

2. List all things which the explorers depended on getting from the Indians in order to survive.

3. Find more information on early Indians who acted as guides and interpreters for the explorers. Yellowhead and Matonnabbee are good examples.

Fur Traders

4. Write a brief account of the exploits of several well-known fur traders, e.g. Radisson and Groseilliers, Kelsey, La Verendrye. If possible trace the route of Kelsey and La Verendrye.

5. Write an account of the development of the fur trade in Western Canada taking into consideration such things as reasons for development, Hudson Bay Company and Northwest Company--their role and relationship with traders and Indians.

6. How did the expansion of the fur trade make a change in the Indian way of life? (Take into consideration the introduction of guns, knives, traps, etc.)

7. Sketch a map of the Northwest showing the location of the following major trading posts. Locate the tribes of the different areas. Ft. Chipewyan, Ft. Nelson, Ft. McMurry, Ft. Pit, Ft. Calgary, Ft. Dauphine, Ft. Garry, La Loche Portage, Cumberland House, York Factory, Edmonton House, Norway House.

Missionaries

1. Write an account of the Jesuit missionaries in the New World, e.g. their work with the Hurons.

2. Write an account of the activities of missionaries in Northern Saskatchewan. Use a map to show where major missions were established and their dates.

3. Make a study of the changes that came about for the Indian because of his contact with Europeans. Relate these to his political, social, economic and religious activities.

SECTION B

TOPIC III: BUFFALO HUNTERS

I. INTRODUCTION

The Buffalo added a great deal to the way of life of the Plains Indians with respect to food, clothing, tools, etc. This study will explore the importance of the Buffalo to the Plains culture and the effects of their disappearance.

II. BIBLIOGRAPHY

1. Davidson, Mary, Buffalo Bill, Gerrard Publ. Co., Champaign, Illinois, 1962
2. Driver, Harold, Indians of North America, University of Chicago Press, Chicago, 1961
3. Encyclopaedia Britannica, Sioux Buffalo Hunters, Meredith Press, New York, 1962
4. Hofsinde, Robert, The Indian and the Buffalo, William Morrow & Co., New York, 1961
5. Weekes, Mary, Indians of the Plains, School Aids and Textbook Publishing Co., Ltd., Regina and Toronto, 1950
6. Wood, Kerry, The Bow and the Buffalo, MacMillan of Canada Ltd., Toronto, 1966
7. Rachlis, Eugene, Ed. Indians of the Plains, American Heritage Publishing Co., New York, 1960

III. MATERIALS

Filmstrips

1. The North American Buffalo, NFB
2. The American Buffalo, EFB

Films

1. Age of the Buffalo

IV. SUGGESTED QUESTIONS AND STUDY TOPICS

1. Committee or individual study of the Buffalo and how it was hunted, using all the available stories and reference books. Compare and contrast the varying accounts to determine which are likely to be most accurate and why.

2. Preparation of charts, drawings and diagrams to illustrate methods of killing, both before and after the advent of horses.

3. A study of how dependence upon the buffalo affected other aspects of Indian life (e.g. art, homes, community organization, values, education.)

4. A follow-up study to discover what changes came about after guns became available and how the buffalo herds were virtually exterminated. (Related topics: The Metis and white buffalo hunters, the sale of hides and bones to whites and how these products were used, interesting characters such as Buffalo Bill, Gabriel Dumont, etc.)

5. A careful study of the changes brought about by the sudden disappearance of the Buffalo. It would be well to compre this time of adjustment with other examples of cultural problems resulting from a change of economic base. Examples could be drawn from both historical and modern communities. Study should include relating the important values of the Plains Indians to the economy and way of life on which they were based. Students could then attempt to discover, through reading, interviews and discussion:

a) how many of the same values persist among the descendents of the buffalo hunter

b) how these values fit into the present way of life in our country

c) how they might be developed positively

(Refer to all references listed in Section A. Topic IV)

SECTION B

TOPIC IV: THE COMING OF THE SETTLER TO THE NORTHWEST

I. INTRODUCTION

This is a very important subject area since settlement of the Northwest influenced several important developments: the end of company rule; the rising number of homesteaders on former Indian lands, the beginnings of integration, the development of provinces and the increasing dissatisfaction of Indians to the treatment they were receiving.

II. REFERENCES

Books

1. Dickie, Donalda, The Great Golden Plain, W.J. Gage Ltd., Toronto, 1962.
2. Henig, Donald, Frontiers of Fortune, McGraw Hill Co. of Canada Ltd., 1967
3. Kennedy, Michael, S., The Red Man's West, Saunders, Toronto, Ltd. Toronto, 1968
4. McLachlan, Roberta, Pioneers, Longmans Canada Ltd., 1959
5. McPherson, Arlene. The Battlefords; A History, Modern Press, Saskatoon, Sask., 1967
6. Roger, Edward, Indians of Canada, Jackdaw
7. Scarrow, C.A., Gibson, Jean, Indians of Canada and Prairie Pioneers, Saskatchewan, Ed McCourt, 1967
8. Syme, Ronald, Alexander Mackenzie, George J. McLeod Ltd., Toronto, 1964
9. Wood, Kerry. The Map Maker, MacMillan of Canada, Toronto, 1964

Filmstrips

1. Lord Selkirk, the Colonizer - NFB #37131
2. The Long March West - NFB #17112

Tapes

1. Laws Come to the Prairies
2. The Prairie Mail

Terms

homestead
colony
Rupert's Land
company rule
integration

V. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. List some of the first explorers and fur traders to reach the Northwest. Give a brief account of each.

2. In a written presentation include the following information:

   a) what were the reasons for westward expansion of settlement?
   b) what types of people moved west?
   c) brief account of company rule in the northwest and when and why it came to an end
   d) 1870, an important date
   e) what were the effects on the Indians as settlement took place?

3. Sketch a map of the Northwest (include provincial boundaries) and show the main settlements to 1885.

4. Research the development of the organization known as the "North West Mounted Police". Include reasons for its beginning and a list of its accomplishments.

SECTION B

TOPIC V: THE FIGHT FOR A HOMELAND AND A WAY OF LIFE

I. INTRODUCTION

In the past several decades there have been various opinions for and against Louis Riel, the patriot or rebel. There has been, however, in the last few years, an increasing positive and favorable attitude toward the Metis leader of the 1885 Rebellion. The purpose of this topic is for students to carry out a thorough investigation of the Riel Rebellion and the leaders involved, so they may form their own opinions as to the actions of the native people.

II. DEFINITIONS:

government
sovereignty
rebellion
revolt

III. REFERENCES

1. Breton, Paul Emile, The Big Chiefs of the Prairies, Palm Publishers, Edmonton, 1955
2. Hayes, John F., Flaming Prairie, Copp Clarke Publishing Co., Toronto, 1965
3. Howard, Richard, Riel, Jackdaw No. C2, Clar, Irwin & Co.,
4. McCourt, Edward, Revolt in the West, Macmillan Co., Ltd., Toronto, 1958
5. Stanley, George F.G., Louis Riel: Patriot or Rebel, The Canadian Historical Association Booklets, No. 2, Ottawa, 1970
6. Osler, E.B., The Man Who Had to Hang Louis Riel, Longmans, Green and Co., Toronto, 1961
7. Shulman, Norma, Poundmaker, Ryerson Press, Toronto, 1967
8. Stanley, George F., Louis Riel, The Ryerson Press, 1963
9. McPherson, Arlene, The Battlefords: A History, Modern Press Saskatoon, 1967
10. Books in Section B, Topic IV

Films

1. Rebellion, Sask. Sightline Series
2. Land of the White Mud, Sask. Sightline Series

Filmstrips

Tonka: The Horse that Survived Custer's Last Stand, EBF #9006
Lord Selkirk the Colonizer, NFB #37131
NWMP: Rebellion of 1885, NFB #17116
NWMP: The Long March West, NFB #17112

Tapes

1. Badmen and Badland
2. Laws Come to the Prairies
3. Prairie Mail

III. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. View suggested filmstrips.

2. Prepare a report on the Metis uprising under Louis Riel's leadership in the Province of Manitoba, beginning with the Red River Rising (1869) and ending with Riel's period of exile. Suggested areas of discussion could include: The Red River Colony, Organization of the Metis by Riel, Riel's provisional government, Manitoba Act, Riel's achievements in the Red River Colony and Riel's period of exile (1884).

3. View film "Rebellion".

4. Prepare a report in detail on the political developments which took place in Saskatchewan from 1870 to 1885--the years of discontentment and eventual rebellion of the Indian and Metis.
Include: Riel's appearance from exile
Riel's agitation in Sask., 1884-85
Rebellion 1885
Military Events of 1885
Do not forget to mention places such as Duck Lake, Batoche, etc. A map may be used.

5. From your readings on the Battle at Batoche, sketch a map of the area showing the three different lines of attack used by the military force which eventually led to the defeat of the Indian and Metis.

6. Write a short biography of each of the following prominent leaders who took part in the Rebellion:
- Louis Riel
- Gabriel Dumont
- Poundmaker
- Big Bear
- Almighty Voice

7. After completing the topic a debate on "Riel--patriot or rebel?" would be both interesting and beneficial to students involved.

SECTION B

TOPIC VI: DEFEAT OF THE INDIAN AND METIS

I. INTRODUCTION

The defeat of the Indian and Metis in the year of 1885 had a series of consequences upon not only the lives of Saskatchewan Indians but upon all the people of Canada. The purpose of this topic is to explore the political and social consequences of that defeat.

II. REFERENCES

References listed in Topic V may also be used in Topic VI.

III. TERMS

1. treaty
2. scrip
3. reserve

IV. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. Write a brief paper on the trial and execution of Louis Riel.
2. What opinion did early settlers have of Louis Riel?
3. What is your opinion of Louis Riel? Support your view.
4. What were the immediate and long range political consequences of Riel's death?
5. What were the consequences for the 1) Indians 2) Metis?

SECTION C

CONTEMPORARY INDIAN AND METIS

Organization of Content

TOPIC I	THE SIGNING OF TREATIES
TOPIC II	TREATY RIGHTS
TOPIC III	INDIAN ADMINISTRATION
TOPIC IV	THE INDIAN ACT
TOPIC V	THE CONTEMPORARY INDIAN RESERVE
TOPIC VI	INDIAN ORGANIZATIONS AND INDIAN LEADERS
TOPIC VII	THE SO-CALLED INDIAN PROBLEM -- (an overview)

SECTION C

TOPIC I: SIGNING OF TREATIES

I. INTRODUCTION

A topic of vital concern to the contemporary Indian scene is the question of treaties and treaty rights. This, as an introductory topic will survey the Post Confederation treaties as entered into by the Dominion of Canada with the various Indian tribes. Such aspects as the area ceded Government obligations and annuity will be included for each treaty. The topic will ensure that students become fully aware of the purpose of treaties, the implications and involvements, and their effect on the Indian and non-Indian societies. The topic will encourage students to formulate objective opinions pertaining to treaties, relative to 19th and 20th century Indians. The student will also be able to form some assessment or judgement with regard to treaties as they reflect upon the Indian societies today with specific emphasis on the treaty relevant to the local area governed by the treaty.

II. REFERENCES

Books

1. Indian-Eskimo Association of Canada, Native Rights in Canada, 277 Victoria Street, Toronto, 1969
2. Indian Affairs Branch, The Canadian Indian, a reference paper, Dept. of Indian Affairs and Northern Development, Ottawa, 1966
3. Indian Affairs Branch, Indians of the Prairie Provinces, an Historical Review, Dept. of Indian Affairs and Northern Development, 1966
4. Indian Affairs Branch, Indians of Ontario, Dept. of Indian Affairs and Northern Development, Ottawa, 1966
5. Indian Affairs Branch, Indians of the Maritimes, Dept. of Indian Affairs and Northern Development, Ottawa, 1966
6. Robertson, Heather, Reservations Are for Indians, James, Lewis and Samuel, Queen's Printer, Ottawa, 1970
7. Rogers, E., Indians of Canada, Jackdaw, Clarke, Irwin & Co., 1969
8. The Treaties Between Her Majesty, Queen Victoria and the Indians of British North America, Queen's Printer, Ottawa

III. DEFINITIONS

1. treaty
2. annuity
3. Post Confederation
4. Ceded

IV. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. Briefly outline some Post Confederation Indian Treaties which took place within the Dominion of Canada. For each include; dates, Indian tribes involved, areas ceded, government obligations and annuity.

2. Account for the non-treaty areas of the Northwest Territories and the Yukon Territory and British Columbia.

3. Summarize in point form the major provisions of the treaties that were signed with the Indian tribes.

4. List some of the purposes of the treaties. In your opinion, why did the Indians agree to the treaties relatively easily?

5. Students should make a study of the treaty in their own area.

6. Suggest, if possible, a parallel between the methods employed by which the treaties were presented and finalized and the methods employed currently to elicit public support for various government policies: i.e. taxation, bilingualism, social security, etc.

Consider: time, personnel, communication methods, propaganda, financing and motivation technique.

SECTION C

TOPIC II: TREATY RIGHTS

I. INTRODUCTION

The question of treaty rights has long been a controversial issue between the Federal Government and the Indian People of Canada. One of the basic questions raised by the courts is whether the Indian tribes constituted an independent nation to make the treaties binding. This topic will attempt to establish the legal nature of the treaties. Students will have the opportunity of studying some broken or outstanding treaties as well, to formulate their own opinions on this question.

II. REFERENCES

Books

1. Bulletin 202, Extracts from Native Rights of Canada, Anglican Church of Canada, Toronto, 1970
2. Cardinal, Harold, The Unjust Society, Mel Hurtig Co., Edmonton, 1969
3. Indian-Eskimo Association of Canada, Native Rights in Canada, 277 Victoria Street, Toronto, 1969
4. Robertson, Heather, Reservations are for Indians, James Lewis & Samuel, 1970

III. DEFINITIONS

1. treaty
2. contract
3. Independent Nation
4. Nation
5. ratification

IV. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. To introduce this subject area, the instructor may invite a lawyer who has worked in this area to speak upon the nature (legal) of the treaties. Likewise a representative of the Federation of Saskatchewan Indians may also give his views.

2. Write a report on the legal nature of the Indian treaties. Dwell upon such aspects as: what is a treaty, what is an independent nationa, whether such treaties are binding, ratification of treaties, etc. Do not forget to include the stand of 1) the Indian people, 2) the Federal Government 3) courts.

3. A section in "Native Rights in Canada" deals with some broken or outstanding treaties. Briefly outline the promise and either support or reject government action.

a. hunting and fishing rights
b. medical care
c. Expropriation of reserves
d. outstanding reserve allotments in the (a) prairie provinces, (b) Northwest Territories
e. others you have heard about; i.e. question of the tax-free border crossing by Mohawk Indians from U.S.A. into Canada; education and hospital tax; income tax
f. Education - segregated or integrated.

SECTION C

TOPIC III: INDIAN ADMINISTRATION

I. INTRODUCTION

For decades the lives of the Indians have been controlled by an Indian Affairs Branch of the Federal Government. As such a student of Indian history and culture should be aware of at least some of the administrative activities of the Federal agency--whether they be positive or negative.

II. REFERENCES

Books

1. Cardinal, Harold, The Unjust Society, Mel Hurtig, Edmonton, 1969
2. Deloria, Vine, Custer Died for Your Sins, Collier Macmillan Canada, Ltd., Toronto, 1969
3. Hawthorn, The Study of Contemporary Indians of Canada, Queen's Printer, Ottawa, 1967
4. Indian Affairs Branch, The Canadian Indian, Dept. of Indian Affairs and Northern Development, Ottawa, 1966
5. Indian Affairs Branch, The Indian in Transition, Dept. of Indian Affairs and Northern Development, Ottawa, 1961
6. Indian Affairs Branch, The Indian in Transition, Dept. of Indian Affairs and Northern Development, Ottawa, 1964
7. RED PAPER, A Presentation by the Indian Chiefs of Alberta to Right Honorable P.E. Trudeau, Prime Minister and the Government of Canada, June, 1970

III. DEFINITIONS

1. Administration
2. Reserve
3. Agency
4. Regional Office
5. District Office
6. Bureaucracy

IV. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. Write a brief history and the purpose of the Indian Affairs Branch.
2. Using a diagram, show the administrative organization of Indian Affairs and Northern Development
3. Many Indian people are dissatisfied with the administrative structure. Explain why.

4. What are some of the achievements of the Indian Affairs Branch?
5. What is the government policy on integration?
6. The new "Indian Policy" suggests that the present Indian Affairs Branch will be phased out within a few years, and that Indians will be wards of the province. Do you think this is a good idea? How do Indians feel about this? How does the provincial government feel about this? Possibly the teacher can bring resource people from both Indian and government representatives to speak on this issue.
7. Compare and contrast the government's proposed "White Paper" policy involving the future of the Indian people of Canada and that of the "Red Paper", a counter proposal set forth by the Indian people of Canada.
8. Indian people insist on becoming vitally involved in the administration of their own affairs.
    a. Is this feasible in view of their educational and cultural background?
    b. If not, why?
    c. If they can, what can be done to speed up the process?

SECTION C

TOPIC IV: THE INDIAN ACT

I. INTRODUCTION

The link between the Indian Affairs Branch and the Indian people of Canada is the so-called Indian Act. By some it has been suggested that the old Indian Act has outlived its usefulness. By others it has been suggested that only some sections have outlived their usefulness. This topic will attempt to make a thorough study of the Act itself and its effects upon the Indian people.

II. REFERENCES

Books

1. Cardinal, Harold, The Unjust Society, Mel Hurtig, Edmonton, 1969
2. Indian Affairs Branch, Indian Policy, Statement of the Government of Canada on Indian Policy, Ottawa, 1969
3. Indian Affairs Branch, Choosing a Path, Dept. of Indian Affairs and Northern Development, Ottawa, 1968
4. Hawthorn, H., The Study of the Contemporary Indians of Canada, Queen's Printer, Ottawa, 1966
5. Lang, Arthur, The Indian People and the Indian Act, Queen's Printer, Ottawa
6. The Indian Act, Queen's Printer, Ottawa, 1951

III. DEFINITIONS

1. treaty Indian
2. Status Indian
3. Enfranchised Indian
4. Metis
5. An Act

IV. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. Background material on an Act.
   1. What is an act?
   2. Why have acts?
   3. When are Acts necessary?
   4. How does an Act come about?
   5. Keeping the above questions in mind, pursue some present Acts. for example: a) Vehicles Act
      b) Education Act
      c) Wild Life Act

2. A member of (a) Indian Band, (b) Government official, (c) lawyer could be brought to class to speak on the relevance of the Indian Act.

3. The following questions taken from Choosing a Path, a handbook published by Indian Affairs and Northern Development, should be sufficient to make a thorough study of the Indian Act.

a. Should the name of the new Act be "The Indian Act" or would another name be better?

b. Should the Act permit delegation of authority so that Band Councils and field staff can make more decisions?

c. At present, persons or Bands can be excluded from the provisions of the Act without their consent. Should their consent be required?

d. Should the children of unmarried Indian mothers take their mother's status regardless of who the father might be?

e. Should an Indian woman marrying a non-Indian take the status of her husband? Should each retain their own status as it was before they married? Should a non-Indian woman who marries an Indian gain Indian status?

f. Should non-Indian children adopted by Indian families have Indian status?

g. Should the term "enfranchisement" be dropped? Should an Indian be able to withdraw from Indian status by simply deciding that he wishes to do so?

h. Should married couples, where the husband or the wife, or both are under twenty-one years old be able to withdraw from Indian status?

i. When a family withdraws from Indian status, should their children lose their Indian status too? At what age should children be allowed to choose from themselves? Should children be allowed to retain their membership, if their parents have dropped theirs?

j. When a Band wishes to give up its status, should it require a two-thirds majority vote, or is a simple majority enough? Should a minority have the right to remain under the Act?

k. Page 14 gives a list of suggested changes in property ownership regulations for reserve property. Are they suitable suggestions for your Band?

l. Should the present rules about selling reserve land be kept or changed?

m. Should Indians have the right and responsibility for dealing with their estates under provincial law?

n. Should Indians and the Band be able to pledge all property other than real estate as security for loans with the lender being able to seize the pledged property if the debt is not paid?

o. Should individual Indians be able to pledge their right of possession to land to their Band Council (or the government) as security for loans?

p. Should Indians be able to borrow from any source using their income from leased out property as security for the loan?

q. Should Indians whose income is earned on reserves and not taxed, contribute to the Canada Pension Plan, or if they live in Quebec, the Quebec Pension Plan?

r. Should provincial laws, with special provisions for separate schools where there is no legal provision for them now replace the present educational sections of the Act; or should provincial law with no special provisions replace them? Do you have other views about education?

s. Should all adult members of a Band whether or not they live on a reserve be allowed to vote on surrender proposals?

t. Do you agree that the Band Council, rather than the Minister should have the authority to order surveys and subdivisions undertaken?

u. Do you agree that the provisions giving the Minister authority to operate farms on reserve land should be repealed?

v. A section of the Act says that Indians in the Prairie Provinces must get permission from the Agency Superintendent before they can sell animals or produce off the reserve; do you agree that this section should be repealed?

w. Do you agree that the section giving authority to appoint the Agency Superintendent as Justice of the Peace should be repealed?

x. Do you agree that the sections on liquor should be repealed?

y. Should Band Councils be able to enter into short term leases on their own authority? How long a term?

z. Should the Minister at the request of the Band Council be able to enter into leases up to twenty-one years without a vote of the Band? Should a vote be required for longer term leases?

aa. Should Band capital funds be used for making grants, loans and guarantee loans to individuals? Should revenue funds be used for such purposes? How wide should Band Council's powers over Band funds be?

bb. The present practice is to take a Band vote before changing the local government system from Band custom or before making any other change; do you agree that this should be required by law?

cc. Should the voting age be that for provincial elections?

dd. Should candidates for Band Council have to meet the age requirements of provincial laws for municipal office?

ee. Should it be possible for a Band to choose its chief and councillors from a single list of candidates, with the person getting the most votes becoming the chief and a number of others becoming councillors?

ff. Should the length of Councillors' terms have a fixed time limit of one, two or three years as decided by the Band? Should councillors' terms overlap so that only part of the Council comes up for election at one time?

gg. Should individual Bands be able to select the kind of local government which suits it so that each community can manage its own affairs to the degree that each Band wishes?

hh. Should Bands who wish to do so be allowed to form Band business corporations to administer the business affairs of the reserve community?

SECTION C

TOPIC V: RESERVES

I. INTRODUCTION

For most Indian people the "reserve" is their home as the small town is to many rural Canadians. Yet the reserve is something more. To many it is a "retreat" when they can't cope with our technological twentieth century. To most it is a place where Indian culture can be perpetuated. The socio-economic conditions on the reserve are deplorable as compared to urban communities, but there the Indian finds his happiness. This topic will survey the conditions on the reserve--politically, socially, economically, educationally, and culturally to show what makes this type of community different from others.

II. REFERENCES

Books

1. Buckley, Helen, The Indian and Metis of Northern Saskatchewan, University of Saskatchewan, 1963

2. Cardinal, Harold, The UnJust Society, Mel Hurtig, Edmonton, 1969

3. Hawthorn, H.B., A Survey of the Contemporary Indians of Canada, Queen's Printer, Ottawa, 1966

4. Robertson, Heather, Reservations Are for Indians, James Lewis and Samuel, Toronto, 1970

5. Shimpo, Mitsuru; Williamson, Robert, Socio-Cultural Disintegration Among the Fringe Saulteaux, Centre for Community Studies, University of Saskatchewan, 1965

III. DEFINITIONS

1. local government
2. community
3. community development
4. welfare

IV. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. It has often been said that the reserve has become a "way of life" for the Indian. Explain what you yourself think it means.

2. In your opinion should the reserve system be done away with? State reasons in developing your argument. (You may state both the pros and cons of the reserve.)

3. How many reserves are there in Saskatchewan? Draw a map showing each reserve in Saskatchewan. Include any pertinent information.

4. The welfare program has largely been extended to reserves. What is your opinion on Welfare of Indians on reserves? What is your opinion of welfare for people in cities and towns?

5. Indian lands are held in trust by the Crown. Do you think this hinders economic development of reserves? Support your view.

6. Most reserves are economically depressed. List some of the occupations and industries found on reserves (both in the North and South). What are some of the reasons for lack of economic growth?

7. Briefly compare and contrast self-government of Indian bands before the reserves system and after the reserve system. What powers do local governments on reserves possess?

8. It has often been said that Indians are "second class citizens". What is meant by this? Please use examples.

9. What educational facilities do you think should be maintained in the reserve community?

SECTION C

TOPIC VI: INDIAN ORGANIZATIONS

I. INTRODUCTION

It has been suggested that a "new awareness" among Indian people has given rise to numerous Indian Organizations. This topic will make a survey of some of the main Indian organizations in Saskatchewan and across Canada. Students will pay particular attention to Indian leaders whether they be within an organization or on the peripher but still contributing to the "new awareness" sweeping throughout the Indian nations.

II. REFERENCES

1. Cardinal, Harold, The Unjust Society, M.G. Hurtig, Edmonton, 1969

2. Steiner, Stan. The New Indians, Harper & Row, New York, 1968

3. Magazines and newspaper articles.

III. SUGGESTED QUESTIONS AND STUDY PROJECTS

1. List as many Indian Organizations as possible in Saskatchewan and throughout Canada. For each include its leaders, the aims of the organization and results of their work.

2. The larger society shudders at the mention of "Red Power". Yet many Indian people see a usefulness in the "red power movement". Briefly describe the origin, aims, achievements, etc. of the "Red Power" movement advocated by many native youths.

3. Compare the "Black Power Movement" in the United States with the "Red Power Movement" in Canada.

TOPIC VII: THE SO-CALLED INDIAN PROBLEM -- (An Overview)

I. INTRODUCTION

a) This topic is not a separate unit in itself, for students have dealt with the question throughout the course. What is the so-called Indian problem? It is, as one can see very general. Each student may pursue it in his own way using the resources listed in the previous sections. The question is intended to summarize the course for the student himself.

b) Critically analyze contemporary Indian writings by Indian authors, particularly pertaining to the "Indian problem".